



McCrorey-Liston Elementary

1978 Hwy. 215 South
Blair, South Carolina

Grades	PK-6 Elementary School	
Enrollment	218 Students	
Principal	Chandra M. Bell	803-635-9490
Superintendent	Dr. Samantha J. Ingram	803-635-4607
Board Chair	Mr. Harold C. Heath	803-635-5775

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	At-Risk
2007	Below Average	Average
2006	Below Average	At-Risk
2005	Below Average	Below Average
2004	Average	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

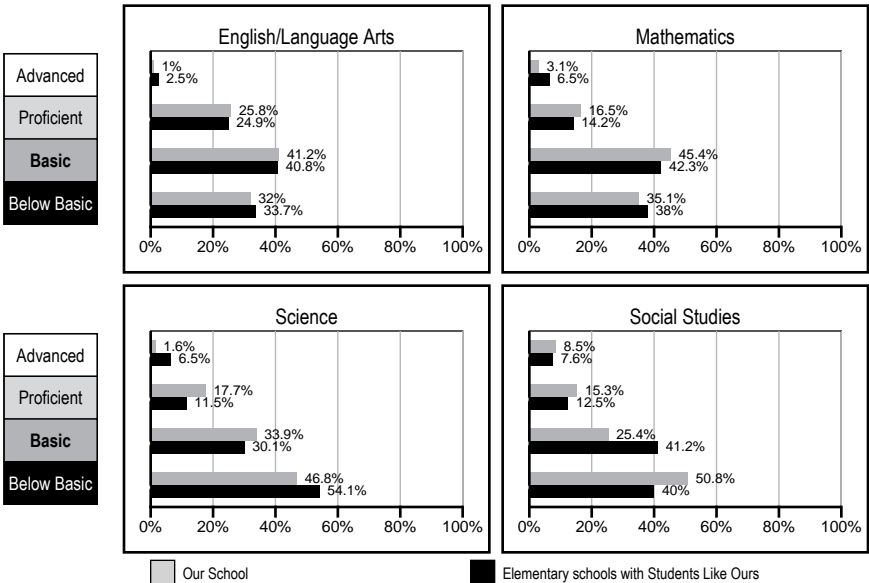
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	10	57	62

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=218)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.1%	Up from 0.5%	3.1%	2.3%
Attendance rate	97.1%	Up from 96.8%	96.0%	96.3%
Eligible for gifted and talented	12.1%	Down from 13.5%	3.4%	10.4%
With disabilities other than speech	5.4%	Up from 4.6%	7.8%	7.5%
Older than usual for grade	0.0%	No Change	1.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=22)				
Teachers with advanced degrees	77.3%	Up from 59.1%	54.3%	56.7%
Continuing contract teachers	59.1%	Down from 81.8%	69.6%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	90.5%	Down from 92.4%	83.1%	86.4%
Teacher attendance rate	97.6%	Up from 94.9%	95.0%	94.9%
Average teacher salary	\$47,409	Up 3.6%	\$43,988	\$45,345
Professional development days/teacher	11.3 days	Up from 6.8 days	13.4 days	12.6 days
School				
Principal's years at school	1.0	No Change	3.0	4.0
Student-teacher ratio in core subjects	9.6 to 1	Down from 14.2 to 1	16.6 to 1	18.5 to 1
Prime instructional time	93.2%	Up from 90.7%	89.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil*	\$11,263	Up 8.7%	\$8,115	\$7,052
Percent of expenditures for instruction*	63.3%	Down from 63.6%	68.8%	69.1%
Percent of expenditures for teacher salaries*	58.9%	Up from 55.8%	61.9%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

McCrorey-Liston Elementary School (MLES) is home to the soaring eagles. We are a community school with a culture that exudes pride and achievement. The mission of McCrorey-Liston Elementary School is to provide each student with a safe and healthy environment where learning becomes a lifelong adventure, and the school, businesses, home, and the community work together to ensure an atmosphere of excellence.

This year, our school implemented initiatives to enhance our instructional programs for 2007-2008. Some of these initiatives include the following: implementation of daily embedded intervention lessons for students in the areas of reading and math, differentiated small group instruction, weekly data meetings to analyze state, district, and teacher made assessments to guide instruction, and the use of the Pyramid of Intervention to meet the needs of at-risk students.

Collaborating with our business partner, we provided students with additional assistance in reading and math through a tutoring program during the school day as well as after school. We also had a great partnership with our parent groups this year. Our Parent-Teacher Association and School Improvement Council helped us build positive relationships between our students, parents, staff, and community. It is the collaborative effort of all our stakeholders that make MLES a great school.

Our guidance counselor directed our character education program. This program provided the students, teachers, and community with a word of the month to model, and encouraged students to value good character in their everyday lives. Also, our counselor sponsored our parenting workshops with the help of our literacy coach and math/science coach. These workshops gave our parents an opportunity to work on activities with their children to promote literacy, math, and science skills.

As we continue our journey to excellence, we will continue to utilize data to improve our instructional programs to increase student achievement. We will also continue to build upon the positive relationships between our students, staff, and community to ensure that McCrorey-Liston Elementary School is a "SOARING" success.

Chandra Bell, Principal
LaToya Workman, SIC Chairperson

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	23	20	4
Percent satisfied with learning environment	78.3%	65.0%	I/S
Percent satisfied with social and physical environment	95.7%	80.0%	I/S
Percent satisfied with school-home relations	77.3%	75.0%	I/S

* Only students at the highest elementary school grade level and their parents were included.

No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 7 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	4.1%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.1%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	99	100	32	41.2	25.8	1	38.1	29.9	48.2	No	Yes
Gender											
Male	47	100	42.6	40.4	17	0	29.8	24.7	41.7	N/A	N/A
Female	52	100	22	42	34	2	46	34.8	55	N/A	N/A
Racial/Ethnic Group											
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	33.3	60	I/S	I/S
African American	99	100	32	41.2	25.8	1	38.1	29.2	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	42.1	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
Disability Status											
Disabled	18	100	55.6	22.2	22.2	0	33.3	8.7	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	31.6	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	85	100	31	39.3	28.6	1.2	39.3	27.6	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	99	100	35.1	45.4	16.5	3.1	36.1	28.5	45.8	No	Yes
Gender											
Male	47	100	40.4	51.1	6.4	2.1	23.4	25.9	45.6	N/A	N/A
Female	52	100	30	40	26	4	48	31.1	45.9	N/A	N/A
Racial/Ethnic Group											
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	34.3	59	I/S	I/S
African American	99	100	35.1	45.4	16.5	3.1	36.1	27.3	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	50	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
Disability Status											
Disabled	18	100	55.6	27.8	16.7	0	27.8	9.9	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	85	100	32.1	46.4	17.9	3.6	38.1	26.6	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	63	100	46.8	33.9	17.7	1.6	19.4	14.9	35.7	97.1	95.8
Gender											
Male	33	100	54.5	30.3	15.2	0	15.2	15.9	37.4	97.3	95.5
Female	30	100	37.9	37.9	20.7	3.4	24.1	13.9	33.8	97	96
Racial/Ethnic Group											
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25	49.2	99.7	94.6
African American	63	100	46.8	33.9	17.7	1.6	19.4	12.9	17	97.1	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	N/A	N/A
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26.7	24.9	N/A	95.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	N/A
Disability Status											
Disabled	11	100	54.5	27.3	18.2	0	18.2	6.2	14	97.5	94.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	14.3	24.4	N/A	95
Socio-Economic Status											
Subsided meals	54	100	44.4	33.3	20.4	1.9	22.2	13.5	21.1	97.2	95.6

Social Studies

All Students	61	100	50.8	25.4	15.3	8.5	23.7	16.3	34	97.1	95.8
Gender											
Male	22	100	54.5	18.2	13.6	13.6	27.3	15.4	36.6	97.3	95.5
Female	39	100	48.6	29.7	16.2	5.4	21.6	17.1	31.3	97	96
Racial/Ethnic Group											
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	22.2	44.5	99.7	94.6
African American	61	100	50.8	25.4	15.3	8.5	23.7	15.5	19.1	97.1	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	N/A	N/A
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	15.4	27.5	N/A	95.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	N/A
Disability Status											
Disabled	12	100	66.7	25	8.3	0	8.3	6.4	14.4	97.5	94.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	7.7	27.3	N/A	95
Socio-Economic Status											
Subsided meals	51	100	48	26	18	8	26	14.4	21	97.2	95.6

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	25	100	13	52.2	34.8	0	34.8
	4	27	100	11.1	33.3	55.6	0	55.6
	5	23	95.7	57.9	36.8	5.3	0	5.3
	6	28	100	18.5	40.7	29.6	11.1	40.7
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	25	100	12	24	60	4	64
	4	25	100	20.8	66.7	12.5	0	12.5
	5	25	100	36	48	16	0	16
	6	24	100	60.9	26.1	13	0	13
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	25	100	13	73.9	13	0	13
	4	27	100	25.9	40.7	29.6	3.7	33.3
	5	23	95.7	63.2	31.6	5.3	0	5.3
	6	28	100	22.2	59.3	11.1	7.4	18.5
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	25	100	24	44	24	8	32
	4	25	100	20.8	45.8	29.2	4.2	33.3
	5	25	100	44	52	4	0	4
	6	24	100	52.2	39.1	8.7	0	8.7
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	12	100	81.8	18.2	0	0	0
	4	27	100	37	33.3	29.6	0	29.6
	5	12	91.7	70	20	10	0	10
	6	14	100	53.8	15.4	23.1	7.7	30.8
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	13	100	23.1	38.5	30.8	7.7	38.5
	4	25	100	37.5	41.7	20.8	0	20.8
	5	13	100	61.5	30.8	7.7	0	7.7
	6	12	100	75	16.7	8.3	0	8.3
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	13	100	16.7	58.3	16.7	8.3	25
	4	27	100	22.2	59.3	18.5	0	18.5
	5	11	100	55.6	44.4	0	0	0
	6	14	100	0	28.6	42.9	28.6	71.4
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	12	100	16.7	8.3	33.3	41.7	75
	4	25	100	50	45.8	4.2	0	4.2
	5	12	100	75	8.3	16.7	0	16.7
	6	12	100	63.6	18.2	18.2	0	18.2
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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N/A–Not Applicable

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